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ABSTRACT

Lesson plans and bibliographies compiled in this booklet were created by participants in a series of in-service workshops conducted to heighten awareness of sex-role stereotyping and its relationship to career education. The curriculum guide presents 15 high school lesson plans (units). Each unit includes, in outline form, the headings of Cluster, Subject, Grade, Related To, Goal, Career Education Objectives, Procedure, Results, and Follow-Up. Lesson plans are developed for these subjects: Biology, clothing, community studies, distributive education, English, foods, guidance, mathematics, physical education, Spanish, special education, springmaking, typing, women in literature, and world history. Bibliographies of non-sex biased materials are compiled for business, career education, distributive education, English, foreign language, guidance, home economics, industrial arts, mathematics, physical education, science, special education, women in literature, and world history. (TA)

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CURRICULUM GUIDE

AND

BIBLIOGRAPHY

"Reducing Sex-Role Stereotyping Through Career Education"

Bristol Career Education Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 008 321

Curriculum Guide:
"Reducing Sex-role Stereotyping Through
Career Education"

Project No. 554AH50069

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Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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PREFACE

The selection of a career is significantly affected by a person's self-concept. An important aspect of one's self-concept is sexuality. Early in life, people learn behaviors which are appropriate for their respective sexes. Since we are living in a sex-biased society, people's values, behaviors, and consequent career choices are dichotomized a long sexually determined lines. An unconscious ideology about the nature of the male and female exists and constricts the emerging self-image of the child. Sex-role conditioning places an artificial constraint on the aspirations of all people in our society and precipitates a pervasive pattern of discrimination.

Sexism continues to be an integral part of the hidden curriculum in many school settings. Students interacting with sex-biased teachers will inculcate a sex-stereotyped self-concept and value system which will perpetuate career selection along sex-biased lines. In order to avoid continued imposition of sexism in the schools, it is necessary to heighten the awareness and understanding of its influence in school personnel.

The lesson plans and bibliographies compiled in this booklet were created by the people who participated in a series of in-service workshops to heighten awareness of sex-role stereotyping and its relationship to Career Education. After developing awareness of sex-stereotyping, participants designed and implemented career units in their classrooms. These projects represent one way that awareness developed during in-service workshops were transferred to their students.

I wish to express special appreciation to Irv Hott for his efforts in conducting the workshops and Kathy Quinn for her support in compiling this booklet.

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CLUSTER: Consumer and Home Economics

SUBJECT: Biology

DEVELOPED BY: Robert Quilty

GRADE: 10-11

RELATED TO: Child Development

GOAL: To show the parents' relationship with the child effects personality development

CAREER EDUCATION OBJECTIVES:

To discuss the ways in which a mother might respond to the child's needs
To show the effect that harmony in the home has on child development
To present the effects of the broken home
To show how sex biases are reinforced in father's relationship with a son and a daughter
To discuss the role of the mother with the children
To discuss changes in the mother-child relationship when the mother assumes a career while the child is very young

PROCEDURE

I. The New Baby
   A. Learns to cry for attention
      1. Cries when hungry, uncomfortably, etc.
         a. Should mother attend to baby every time he cries?
         b. Should mother only [illegible]ed, hold, etc., on schedule?

II. Father-Mother relationship
   A. Harmony in the home
      1. Child feels secure if he absorbs love, security, job, laughter from parents
         a. From this the child develops happiness, kindness, and self confidence
   B. The broken home
      1. Child's tendency to love both parents thwarted by fact that each parent resents the other
      2. Child's desire to be with both parents equally is thwarted by divorce court
         a. Does one parent now have more effect on child than the other?

III. Father-Child relationship
   A. Father-Son
      1. Father instills masculine attributes in son
         a. Father becomes symbol of self-sufficiency, aggressiveness, and strength
   B. Father-Daughter
      1. Effect of father-daughter relationship is less clear than father-son
         a. Father can't teach "Feminine Graces", but can show pride and approval as they develop

IV. Mother-Child relationship

A. Both son and daughter look to their mother first for all their needs

1. Mother is first to give feelings of being loved and secure
2. Mother usually spends more time than father with child

B. Effect of the "modern woman's career away from child

1. Grandmother, aunt, sister, baby sitter, day care center, CANNOT adequately replace a mother in the emotional life of a child
   a. Detrimental to personality development?

RESULTS:

1. Students will be able to identify three ways that mother might respond to the need requests of a child.
2. Students will be able to name five feeling tones that parents communicate to a child that help the child to feel secure.
3. Students will state two ways that a child might be effected by a broken home.
4. Students will be able to list male and female roles that father transmits to a son and to a daughter.
5. Students will write a paragraph describing the role the mother plays in child parenting.
6. Students will be able to compare the role of mother and housewife with the role of mother and career woman.

FOLLOW-UP: Students will interview a male and female in order to learn from them how they see their role with their children.

CLUSTER: Consumer and Home Economics

SUBJECT: Clothing I

DEVELOPED BY: Kathy Quinn

GRADE: 9

RELATED TO: Fashions

GOAL: To explore the role played by the fashion industry in meeting societal demands for clothing

CAREER EDUCATION OBJECTIVES:

To explore the feelings people have wearing different kinds of clothing
To learn how choice of clothing indicates who a person is
To examine clothing cues
To discuss the image of women as projected in the fashion industry
To present career opportunities in the fashion industry
To examine gender stereotyping in fashion related work

PROCEDURE:

SESSION I

A. Have the students select a pattern or bring a picture of an article of clothing that they would either like to make or purchase

Use the article of clothing that they have selected to make or buy as the basis for writing an I statement.

I selected _____ because I like _____
(outfit)

_____
(describe the personal appeal)

I think I would feel _____

when wearing this _____
(outfit)

B. Discuss clothing cues
Have the students bring in one picture of an individual in clothes.
Look at each picture to determine the cues given about the following:
- Life style
- Values
- Attitudes
- Priorities
- How they spend their time
- What type of work they do

C. What clothes cues do students present? What values, attitudes, etc., do they project?

D. What image of woman does the fashion industry project?

SESSION II

A. Show the filmstrip: Jobs: Lots of Them
The Fashion Industry
Butterick

Have the students observe the variety of jobs in the fashion industry
Show the filmstrip again:
Have the students check off on a list three jobs the filmstrip show women doing and the jobs the filmstrip shows men doing
Circle any jobs that you would like to know more about
Put a check beside those jobs that you feel can be done well by both males and females
What types of jobs does the fashion industry suggest are men's jobs and women's jobs

RESULTS:
1. The students will be able to describe the difference in how they feel when they are dressed casually or formally
2. Students can list five job possibilities in the fashion industry
3. Students will write a paragraph describing the image of woman as portrayed in fashion magazines
4. Students will identify three things you keep in mind when purchasing clothing
5. Students will be able to list three personality characteristics that are shown by the kind of clothes they wear to school

FOLLOW-UP ACTIVITY: The students evaluated the two-day experience.

CLUSTER: Business and Office and Manufacturing

SUBJECT: Community Studies

DEVELOPED BY: Velma McAuliffe

GRADE: 9

RELATED TO: Career Opportunities in Mathematics

GOAL: To explore math related careers

CAREER EDUCATION OBJECTIVES:

To identify those jobs in the business and office and manufacturing clusters whose entry requirements is a high school diploma
To learn how to complete income tax forms
To discuss the items listed on the paycheck stub
To understand the use of timecards
To examine salaries to see if there are differences for male and female hired to do the same job
To use community resource persons from Social Security, Employment Office, and IRS to talk about job opportunities and their responsibilities.

PROCEDURE:

I. Careers available in Mathematics
   A. Computer Operator, Bookkeeper, Bank Teller, etc.

II. Earnings - Payroll
   A. Salary, hourly rate, piecework (a good opportunity to show sex discrimination in wages. A man and woman doing the same job but given different titles and the man being payed higher wages.)
   B. Timecards
   C. Deductions
      1. F.I.C.A.
      2. Withholding taxes
      3. Hospitalization
      4. other deductions

III. Income Tax
   A. W-2 forms
   B. 1040-A form (a good opportunity to show discrimination against single people.)

The above unit will be supplemented with guest speakers, field trips, and film strips.

Guest speakers will include people from the Social Security office, Employment office, I.R.S. office.

Field trips in connection with this unit will include a trip to Pratt-Whitney in Southington. Here students are able to observe employment in many fields with pay determined by salary, piecework, and timecard. This factory is excellent for field trips because they stress education.

Students will also be involved in a "shadow program" in which they will spend from 3 hours to all day observing people in a profession they think they are interested in as a future occupation.

RESULTS:
1. The students will be able to name two jobs in the business and office cluster and two jobs in the manufacturing cluster that require math in order to qualify for the job.
2. The students will complete the short form of the income tax.
3. The students will learn how to analyze payroll deductions.
4. The students will be able to punch a time card.
5. The students will select one job and list the salary offered to a male and a female who hold the same position.

FOLLOW-UP:
1. Students will visit Pratt and Whitney to learn about job opportunities in industry.
2. Students will shadow a person who holds a job that the student would like to have as a future occupation.

CLUSTER:

SUBJECT: Distributive Education

DEVELOPED BY: Daniel Viens

GRADES: 11-12

RELATED TO: Securing Employment

GOAL: To develop job seeking and securing skills.

CAREER EDUCATION OBJECTIVES:

To gain knowledge of sources to use to look for employment
To understand the job seeking process
To heighten students' awareness of interviewing procedures
To heighten students' awareness of their values related to careers, career goals and interests
To develop an understanding of equal opportunity for men and women in obtaining and performing on the job

PROCEDURE:

I. Personal Inventory
   A. The Ideal Job
      1. Students write about the job they think is the best job in the world.
   B. Interests
      1. Students become aware of interests by completing sentences
      2. Students differentiate between passing whims, thoughtless behaviors, valued goals.
   C. Twenty Loves
      1. Students list 20 things they love to do
      2. Lists were shared, students drew conclusions regarding what they like to do, actually are doing and what they would like to do.
   D. Personal Inventory
      1. Students compiled information about themselves which relates to careers
   E. Job Survival Kit
      1. Students assess the relative value of their attitudes toward values and material things necessary for job success.
   F. Are Women Equal?
      1. Students explore feelings regarding women who work
      2. Students complete and discuss an attitudinal survey

II. Sources of Employment
   A. Want Ads
      1. Students cut out want ads from the local paper that are sexist.
      2. Class discuss and comparison of ads.
      3. Students cut out want ads they are capable of pursuing presently.

III. Letter of Application, Resume, Application Blank
   A. Letter of Application
      1. Students developed awareness of elements of letter of application
      2. Students write a letter to a business in which they seek employment

B. Resume
   1. Review of the elements of a resume
   2. Students write personal resume

C. Application Blank
   1. Students read copies of applications from local businesses
   2. Discussion of questions on applications
   3. Students discuss questions regarding sex-role stereotyping identified on applications.
   4. Students complete an application blank.

IV. Interview

A. Video taping of interviews role-played
   1. A male and female student are interviewed for the same position, once by a male interviewer and once by a female interviewer.
   2. Students view video tapes and comment on questions asked of male and female applicants.
   3. Students identified appropriate interviewing techniques.

B. Do Clothes Make the Person?
   A. Magazine pictures
      1. Students evaluate pictures regarding appearance
      2. Students discuss appropriateness of attire for various jobs.

C. Applicant
   A. Students assume role of personnel director and decide who to hire on the basis of descriptions of applicants.
   B. Students defend decision regarding who they hired.

RESULTS:

1. The students heighten awareness of self as they relate to the world of work.
2. The students can identify sources of employment.
3. The students are able to write a letter of application, resumé and complete an application blank.
4. The students develop interviewing skills.

FOLLOW-UP:

1. Students write thank-you letters to the employers by whom they were interviewed.

CLUSTER: All fifteen

SUBJECT: English

DEVELOPED BY: Dolly Ritchie

GRADE: 11-12

RELATED TO: Sexism

GOAL: To develop an awareness of sexist practices

CAREER EDUCATION OBJECTIVES:

To examine sexism in language
To look for sex role stereotyping in primary grade readers
To write a non-sexist story
To observe sex role identifications made by children in a nursery school or a kindergarten
To discuss the influence of the media on sex role stereotyping

PROCEDURE: Activity I
Find the parallel word

FEMALE	MALE
NYMPHOMANIAC	
WHORE	
SPINSTER	
OLD MAID	
CHICK	
BROAD	
BABE	
BITCH	
CASTRATING BITCH	
THE LITTLE WOMAN	
LITTLE OLD LADIES	
GIRL	

QUESTIONS

Does the parallel word mean the same as the word used for females:
Is the parallel word negative or a put down?
Does it connote status?
Can a parallel word always be found?
General discussion on how the female students feel when referred to by these terms will most likely ensue. Also, the ideas of how students feel about themselves will be discussed.

ACTIVITY II

Obtain enough primary grade readers for the entire class. Have the students read these and have them look for examples of sexual stereotyping. Some questions that may be used are:

Do females appear as frequently as men?
Do females work outside of home?
List the activities of woman and men.
List the activities of girls and boys.

Some specific areas to look for will be:

imagination	romance
creativity	activity
dependency	athletics
independent	intelligence (math & science)
fears	achievement
worry	employment
emotional	traditional roles
vain	patronizing
clothes	size of children

These findings are valuable if they are put on the board under female/male columns. A general discussion usually revolves around women's self image and how it is influenced by the items we read. After the students have identified a sexist text, have them write their own non-sexist story on a primary level, include pictures and text.

ACTIVITY III

After the activity of identifying sexism in the text and writing a non-sexist story, a trip to a nursery school or kindergarten is valuable.

Small groups are best. Young children can be disturbed by large groups.

The students should be prepared for the trip. Have a class discussion on what they will look for in the children. The ideas that came up are usually focused on the following:

aggression	relation with friends	choice of career (if possible)
choice of toys	relation with teacher	attitude of teacher
appearance	choice of games	types of books available
		types of toys available

After the visitation, have students report on their findings--both written and orally.

ACTIVITY IV

Have students examine the media, such as TV, advertisements, magazine and newspaper articles for stereotypes of both women and men. Have students bring in examples of sexism in ads, etc. and show them to rest of class. Have each student speak on these examples in class and a general discussion will occur concerning how the media influence our actions.

To get students started on this assignment, the instructor may want to show students the "No Comment" pages of Ms. magazine for a model.

RESULTS:
1. The students will analyze how they feel about being a woman.
2. Students will be able to identify three roles assumed by men and three roles assumed by women in our society.
3. The students will write a non-sexist story.
4. Students will bring in one ad that is an example of sexism.

FOLLOW-UP: Students will write a paragraph commenting on the ways that sex role stereotypes are reinforced by the educational systems.

CLUSTER: Consumer and Homemaking

SUBJECT: Foods II

GRADE: 10-11-12

DEVELOPED BY: Debbie Wiecek

RELATED TO: Food Service Careers

GOAL: To develop an awareness of career opportunities in the Food Service Industry

CAREER EDUCATION OBJECTIVES:

To recognize the growth trends of the food service industry
To identify job training opportunities related to food service
To analyze personal interests related to food service careers
To present training programs in food services that are available to high school students

PROCEDURE:

1. Discuss the qualities or skills that the students feel would be helpful in a food service career. The predominance of males and females in specific jobs will be discussed too.
2. Career speaker presentations.* (Note: An effort would be made to engage both a male and a female working in the same job to talk to the students.)
   a. dietician
   b. restaurant owner
   c. caterer
   d. fast food service company manager

   *Speakers to include the following in their presentation: description of job, required training or experience, responsibilities of the job, benefits, and pros and cons of the job.
3. Expose students to available jobs in food service by means of a field trip.
   a. commercial bakery
   b. fast food restaurant
   c. restaurant
   d. industrial, school, or hospital cafeteria
4. Allow each student to select one job in food service that may interest him/her. Student will look up job description and qualifications of selected job in the Dictionary of Occupational Titles.

RESULTS:

1. The students will identify FIVE qualities or skills that might be needed to be successful in the Foods Services field.
2. Students will select one job that was held by a career presenter and compare the job responsibilities that were assigned to the male and female who held the same position.

FOLLOW-UP ACTIVITIES:

1. Students will evaluate their reactions to speakers.
2. Students will evaluate their field trip experience.
3. Students will clip "Help Wanted" ads from local newspapers for the positions they are researching to find: starting salary, required experience or education, availability of jobs.
4. Obtain sample application blanks from a local food service company.
   a. Students to compile a date notebook containing information needed on employment forms (social security number, educational record, references, birth date, telephone number, etc.).

CLUSTER: All Fifteen

SUBJECT: Guidance

DEVELOPED BY: Clarice Stevens

GRADE: 9

RELATED TO: Career Counseling for Freshmen

GOAL: To heighten student awareness of the career decision-making process and awareness of self in relation to prospective career alternatives.

CAREER EDUCATION OBJECTIVES:

To provide an opportunity for freshmen to heighten awareness of work-related interests, aptitudes, and values.
To provide an opportunity for freshmen to experience the decision-making process.
To provide an opportunity for freshmen to explore careers compatible with their interests, aptitudes, values, and feelings.
To provide an opportunity for freshmen to experience self-awareness activities, and share in a group setting.
To facilitate freshmen in making a tentative career decision.
To expose freshmen to the Career Education Program and materials available in the Career Resource Center.

PROCEDURE

1. Facilitate eight weekly group sessions during which career self-awareness activities are experienced and shared with group members.
2. Expose freshmen to the Career Resource Center by meeting in the Center.
3. Expose students to career clusters and relate career self-awareness to specific jobs within the clusters.
4. Initiate a tentative career decision.
5. Discuss career alternatives compatible with interests, attitudes, and values.
6. List three tentative career alternatives.
7. Expose students to possible future sources of information and activities.

RESULTS

1. Freshmen will heighten self-awareness regarding career interests, abilities, and values.
2. Students will know where career information is available for future reference.
3. Freshmen will be able to identify the cluster to which their career interests belong.
4. Freshmen will have experienced the decision-making process.
5. Freshmen will be more aware of their peers, career values, aptitudes, and interests.
6. Students will compile a folder containing career information.

FOLLOW-UP ACTIVITIES

1. Students may participate in the career speaker and career exploration programs.
2. Students may continue independent career research using resources in the Career Resource Center.

CLUSTER:

SUBJECT: Mathematics (Algebra II, Geometry, Elementary Algebra)

DEVELOPED BY: Elizabeth Phelan

GRADE: 10-11

RELATED TO: Sex Bias in Textbooks

GOAL: To examine textbooks used in the classroom for instances of sex bias

CAREER EDUCATION OBJECTIVES

To look for instances of sex-bias in textbooks illustrations
To examine biographies of mathematicians and scientists for examples role stereotyping
To review word problems for examples of work identified male and female
To complete a questionnaire where students identify roles they see being assumed for males and females

PROCEDURE:
1. Examine Math Textbooks for sex-bias in illustrations, word problems and biographies.
2. Complete checklist identifying activities that are male or female.

RESULTS:
1. The students will find five illustrations in their textbook and describe the activity being performed and tell who is performing the activity.
2. Students will study ten word problems and will list the roles typically assumed by males and females.
3. Students will be able to name two mathematicians and two scientists who have been identified in their textbooks. They will be able to explain why more males than females are depicted as mathematicians and scientists.
4. The student will discuss the summarized results of the checklist.

FOLLOW-UP:
The students will write a paragraph identifying their role as males or females.
The students will discuss gender role stereotypical behavior of students in math classes.

CLUSTER: All Fifteen

SUBJECT: Co-Educational Physical Education

DEVELOPED BY: Joann Galati

GRADES: 11-12

GOAL: To provide opportunities for exploring the full range of physical education activities and programs which can contribute to students' optimal physical and personal development.

OBJECTIVES:
1. To provide opportunities for girls and boys to develop positive attitudes towards their physical selves and their physical capabilities.
2. To provide opportunities for girls and boys to develop an appreciation of the value of physical activities as a means of maintaining life time physical fitness.
3. To assist girls and boys in the development of an appreciation of concepts of usage of leisure time, sociability, and acceptance of boys and girls playing together.
4. To expose students to possible careers in physical education without differentiation by gender.

PROCEDURE:
1. Develop courses which will initiate and/or modify activities so that boys and girls may participate on an equal basis.
2. Implement a wide variety of activities which students may select and participate in according to their needs, interests, and capabilities.
3. Discuss possible careers in the field of physical education.

ACTIVITIES:
1. Implementation of the following activities for boys and girls to participate in co-educationally:
   A. Yoga
   B. Self-defense
   C. Folk dancing
   D. Contemporary dancing
   E. Soccer
   F. Flag Football
   G. Weight Training
2. Discussion of possible careers in the field of physical education and their availability to males and females.

RESULTS:
1. Males and females will select and participate in activities based on their needs, interests, and capabilities irregardless of their sex.
2. Males and females will be exposed to all activities.
3. Males and females will develop a greater degree of appreciation for the similarities and differences in their through observation and participation in co-educational physical activities.
4. Students will heighten awareness of careers in physical education which are non-sex-biased.

CLUSTER:

SUBJECT: Spanish

DEVELOPED BY: Donna Russo

GRADE: 9-12

RELATED TO: Usefulness of Foreign Language in Career Choice

GOAL: To explore career opportunities where Spanish can be used as an adjunct skill

CAREER EDUCATION OBJECTIVES:

To discuss the usefulness of a foreign language
To identify job opportunities in the Bristol Community where Spanish can be used
To discuss the implications of sex-role stereotyping
To explore the interests and abilities needed by persons who use Spanish on the job

PROCEDURE:

I. Class discussion of usefulness of foreign languages in career choice
   A. Limitations
      1. Societal
      2. Individual
   B. Opportunity for Choice
   C. Awareness of availability
   D. Abilities
      1. Gender?
      2. Sex-role stereotyping

II. Survey distributed to gain information regarding interest, availability of second language speaking workers, and career choice.

III. Based on class interests, various speakers from the surrounding community who use foreign languages on the job or whose ability to speak a second language was an asset in gaining employment will speak to groups of students based on interests. Questions will be prepared by students regarding use of a second language on the job and working conditions.

RESULTS:
1. The students will be able to identify three uses they might have for Spanish
2. The students will be able to name two places in Bristol where the employees use Spanish
3. The students will identify the effects of sex-role stereotyping on jobs
4. Students will evaluate their interests in the jobs of the career presenters

FOLLOW-UP:
1. Students will evaluate the project

CLUSTER: All Fifteen

SUBJECT: Special Education

DEVELOPED BY: Caryl McIntire

GRADE: 9-10

RELATED TO: Work Roles Assigned To Males and Females

GOAL: To explore work roles

CAREER EDUCATION OBJECTIVES:

To identify mother's role and father's role
To discuss role reversal by parents
To examine job interests
To learn job requirements
To talk about job responsibilities

PROCEDURE:

Session I: Discussion of the home

A. Roles
   1. Mother's roles jobs
   2. Father's roles jobs
B. A discussion of what would happen if ....
   1. Write a story together or take one from a book--play it straight then reverse the roles
   2. Discuss
      a. Why mother has to stay home.
      b. Why father has to go to work.
      c. How individual parents would work out if roles were reversed

Session II: YOU

A. Types of jobs I would like to get
B. Discussion
   1. Who usually gets this type of job
   2. Could a male do it
   3. Could a female do it
   4. What does the job entail-detailed listing of work requirements
   5. Do I fit these requirements as a PERSON
C. Choose 5 jobs-list in detail work which has to be done on these jobs. Make a scrapbook. Wrtie how you would feel about doing each of these jobs.

Session III: Several speakers invited in to discuss in detail requirements for a particular job--can men do it, can women do it

Session IV: Trips to several places of employment

A. Factory
B. Hospital
C. Cafeteria
D. List in detail what workers have to do
E. Discuss whether only one or both sexes could do it

RESULTS:
1. Students will describe the role of mother and the role of father in the family unit.
2. The students will identify five jobs that interest them.
3. The students will list the entry requirements for the five jobs.
4. The students will list the job responsibilities for each job they identified.
5. Students will look at the five jobs to see if they can be done equally well by male and female.

FOLLOW-UP:
1. The students will make a scrapbook that describes how they feel about the jobs explored.
2. The students will take field trips to expand their awareness of job possibilities.

CLUSTER: Manufacturing

SUBJECT: Springmaking

DEVELOPED BY: Lou Palazzo

GRADE: 10,11,12

RELATED TO: Jobs in Industry

GOAL: To explore job possibilities in the springmaking industry

CAREER EDUCATION OBJECTIVES:

To identify job interests in industry
To learn what is required to enter specific jobs
To discuss the skills needed for different jobs
To look at what positions are held by males and females in industry

PROCEDURE:

1. In the classroom the students will list the various occupations at which people whould be employed in a spring manufacturing plant.
2. The students will then rate the occupations as to difficulty as they perceive them.
3. Using spring industry pay scales, rate the occupations according to pay.
4. Students will pick three types of work in a factory he would be willing to do.
5. Each student will list qualifications, skills and duties required of each occupations he has chosen, using WORK STUDY AND CAREER RESOURCE information.
6. A field trip to a spring manufacturing plant will be made by the class.
7. Students can get additional information on the responsibilities of these occupations by watching and talking to the people performing the jobs.
8. Students now have to list specific reasons why the jobs they chose could not be performed by an adequately trained person of either sex.

RESULTS:

1. Students will list five jobs in the springmaking industry
2. The students will rank the difficulty of the five jobs as they perceive them
3. The students will list the starting salary for each of the five jobs.
4. For each of the five jobs the students will list the qualifications and the jobs responsibilities
5. The students will identify whether on the tour they observed a male or female doing the jobs they listed.

FOLLOW-UP: Students listed specific reasons why the jobs they chose could or could not be performed by an adequately trained person of each sex.

CLUSTER: All Fifteen

SUBJECT: Typing II

GRADE: 10-11

DEVELOPED BY: Joyce Martin

RELATED TO: Job Seeking Skills

GOAL: To develop an awareness of sex-role stereotyping in job seeking

CAREER EDUCATION OBJECTIVES:

To examine stereotyping in want ads
To develop skill in selling oneself in a letter of application
To look for signs of stereotyping on employer application forms
To learn how to write a resume
To analyze a video tape for role stereotyping in a job interview
To experience a job interview with a community employer
To become familar with appropriate follow-up techniques after the interview
To discuss job attitudes

PROCEDURE:

I. Want Ad:
   A. Use the Want Ads of a newspaper to find a position that you are interested in applying for. If you cannot find an ad, compose an ad for a position that would interest you. Write a short paragraph indicating WHY you chose this position.
   B. Show the filmstrip: Jobs and Gender and discuss.
   C. Provide the students with one page of want ads. Have the students review the ads describing each position as to whom they see best qualified to do the job eg. male, female, either sex. Make three columns on the board. Head each column with one of the following: Male, Female, Both. Have students identify the jobs as they have placed them in each category. Discuss the characteristics that appear to typify what is male and what is female. Examine WHY this happens. Re-examine the ad for the position that you selected. Does your position fit into the categories? If it does, where would you put it? Are you still interested in pursuing this career?
   D. Show the filmstrip: Masculinity and Femininity. Use some of the questions in the guide to initiate discussion.
      Bring in Booklet: Sex Female.

II. Letter of Application: How to sell yourself
   A. Teach the elements that must be included in a good letter of application.
   B. Provide the students with sample letters of application.
   C. Write a letter of application that will be approved by the teacher.
   D. Type good letter on bond paper, make one carbon, type envelope, fold and insert the letter. Stress that the letter will be going to the employer who will interview them.
   E. Grading: the letter will be graded for appearance, correctness, covering all the steps in an acceptable letter of application.

III. Resume
- A. Teach the format
- B. Go over samples
- C. Type a rough draft
- D. Type a final copy with a carbon. Use the same quality of paper as used for the application letter. No errors will be acceptable on resume or letter of application.
- E. Ask persons if you can use them for references.

IV. Application Form
- A. Complete a rough draft
- B. Complete an application for a firm that would employ someone with their career interest.

V. Interview
- A. Use filmstrip: Job Interview to introduce the topic and explain way to approach the interview.
- B. Use video tape: A Male and Female student interested in a job in fashion will be interviewed for the position by a male and female employer. Have the students view the video tape and use the checklist from the J.C. Penney Kit to evaluate the interviewer and the interviewee.

  Replay video tape. Note the questions asked by the male and female interviewers. Is there a difference in the approach to the interview when an employer interviews a male and a female for the same position.
- C. Students will be interviewed by a Bristol area employer. Employer will evaluate the students interviewed. Students will fill out an evaluation of the interview.

VI. Thank you letter and Evaluation
- A. Write a thank you letter after the interview
- B. Student evaluation of the total program

VII. Job attitudes
- A. Use J.C. Penney transparencies

RESULTS:
1. Students will examine a want ad to determine signs of gender stereotyping.
2. The students will type a letter of application.
3. Students will be able to pick out descriptive phrases from application forms that indicate stereotyping.
4. The students will type their personal resumes.
5. The students will be able to list steps in good interview.
6. The students will be able to identify two job attitudes that they consider important on the job.
7. The students will explain one way to follow-up with an employer once the interview has taken place.

FOLLOW-UP ACTIVITIES:
1. The students will be interviewed by an employer from the Bristol Community.
2. Students will evaluate the experience.

CLUSTER: Public Service, Health, Transportation

SUBJECT: Women in Literature

DEVELOPED BY: Louise DiMeo

GRADE: 12

RELATED TO: Exploration of Traditional and Non-Traditional Careers for Women

GOAL: To explore cultural roles assumed by or imposed on women

CAREER EDUCATION OBJECTIVES:

To examine attitudes held by women as depicted in literature and in today's society.
To discuss the meaning of masculinity and femininity
To explore a career interest
To interview women who hold non-traditional careers
To provide an opportunity for each student to evaluate her feelings about being female

PROCEDURE:

1. The students completed a survey describing their present career interests and their plans for the future.
2. Students who were interested signed up for a Career Exploration Day in an area that interested them.
3. The students were presented with a list of women in non-traditional careers. They ranked in order of preference three persons they would like to interview.
4. The students were scheduled for interviews.
5. The students developed a list of questions that they would use to interview persons in non-traditional careers.
6. The specialist and the teacher developed a set of questions that would be addressed by career speakers.
7. Speakers for the course were identified.
8. Students evaluated the traditional career exploration day experience and the non-traditional classroom career speaker presentation and their interviews with women in non-traditional careers.
9. The students summarized their reactions to course for students in another senior English class.

RESULTS:

1. The students will be able to identify five women in the Bristol community who hold non-traditional careers.
2. The students will be able to discuss two myths about women that are currently held by our present day society.
3. Students will identify with either a traditional or a non-traditional career for herself and will explain why she made this choice.
4. The students will begin to develop the self-confidence needed to cope with the existing prejudicial practices and attitudes employed against women.
5. Students will evaluate their reactions to their career exploration assignments.

FOLLOW-UP ACTIVITIES:

1. The students will invite a group of seniors to a panel presentation where the students in the Women in Literature courses will discuss their attitude toward being female.

2. The students will evaluate the effectiveness of the semester's study of woman.

SUPPORT MATERIALS:

1. FILMS: Women in Communications

2. FILMSTRIPS: Masculinity and Femininity: Guidance Associates (with tape) (available in Career Resource Center)

3. BOOKS: See Bibliography
   Sex: Female - a booklet by Cynthia Reil and Elizabeith Noel

4. VIDEO TAPE: Women I Have Known created and written by M. Tulis Sessions

5. CAREER SPEAKERS: Journalist-Jackie Ross-Hartford Courant; Police Woman-Barbara Kenney-Bristol Police Dept.; Real Estate Agents; Country Manor; Psychologist-Doris Heyman-Mental Health Clinic; Public Affairs Manager- Shirley O'Shaughnessy-Telephone Company; Travel Agent-Angela Gionfriddo; Physician-Dr. Katherine Ill

6. EXPLORATION SITES: Interior Decorator-Arruth; Medical Techmician-Bristol Hospital; Travel Agent Secretary-Globe Travel; Broadcaster-WBIS; Accountant-Bertrand Rouleau; Stenotypist-Circuit Court; Licensed Practical Nurse-Forestville Nursing Center; G Fashion Merchandising-Dorothy's; Social Worker-Bristol Community Organization; Nursery School Director-Cubby Land Nursery School; Mentally Retarded-Greene Hills; Special Education-Ivy Drive; Nurse-Forestville Nursing Center; Newpaper Photographer-Bristol Press; Black Belt Karate

7. DECISION-MAKING ACTIVITIES: Woman/Man: The Classic Confrontation. A Psychology Today Game. Communications/ Research/Machines Inc., 1971.

CLUSTER:

SUBJECT: World History

DEVELOPED BY: Dorothy Mader

GRADE: 10-11

RELATED TO: Industrialization

GOAL: To show the role of woman during the industrail revolution

CAREER EDUCATION OBJECTIVES:

To make students aware that women were essential to the development of an Industrialized Society, and that they shared equally in the unsanitary and dangerous working conditions of the nineteenth century factory or coal mine.

To recognize that a cultural stereotype of woman can influence their view of women's work, but that stereotype may not even be valid for some of their women acquaintances today.

PROCEDURE:

1. Students will study documents from The Human Adventure, Vol II., (Eisen and Fitler, Harcourt, Brace and World) and will discuss their emotional responses to descriptions of women, or children, exposed to dangerous working conditions, as opposed to their responses when only working men's exposure is described. They will be asked what part their T.V. viewing may play in their image of women's role as protected from danger. A brief discussion of the types of work their mothers engage in may also follow.
2. Students will read about the Chartist Movement in England and the early Union Movement in America. They will draw the conclusion that only men took part in these movements for social and political justice. Students will then read selected extracts from The Making of the Working Class by EP Thompson and be shown slides prepared from The Illustrated History of American Labor, in both of which women's participation in the labor movement is documented. They will then be asked to write an essay attacking or defending the thesis "women have played no important part in political and social change during the period 1800 to 1850." Students will meet in two groups, those who have attacked and those who have defended the thesis. They will gather other evidence to support their position. They will then debate the issue in front of a group of students from another class. Videotape and play back to students for their evaluation of the debate.

RESULTS:
1. Students will be able to list three contributions made by woman to the industrial revolution.
2. Students will be able to explain what part T.V. viewing may play in their image of women's role as protected from danger.
3. Students will write an essay attacking or defending the thesis: "Women have played no important part in the political and social change during the period 1800 to 1850."

FOLLOW-UP:
1. Write a paper on the activities of influential women, or womens groups during the period 1850 to 1975.
2. Get student reactions to the whole unit by their responses to a question sheet on their perception of attitudial changes in themselves and in the class.

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